

Music development plan summary:

Hythe Primary School

Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	Sept 2026
Date this summary will be reviewed	Sept 2027
Name of the school music lead	Joanna Vaughan
Name of school leadership team member with responsibility for music (if different)	-
Name of local music hub	Hampshire
Name of other music education organisation(s) (if partnership in place)	We are a Lead School for Music in Hampshire

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

Music is a strength of Hythe Primary School. We pride ourselves on a varied and engaging set of opportunities and lessons which allow all children to engage in this expressive subject. This year we became a Hampshire Lead School for Music.

We have a robust curriculum across the school and music is taught by a range of teachers, including specialists, each week. We have an active choir who perform throughout the year in events in and outside of school. 20% of our children have instrumental lessons.

In year R the children have access to an area specifically for exploring and experimenting with musical instruments. This supplements the learning they do as a group. As a class they learn songs and take part in their first assembly with harvest songs just before October half term. They learn songs for Christmas and take part in the Christmas performance with year 1/2. As part of each area:

Communication and Language - rhyme, stories and poems are all a basis for song lyrics. Personal, Social and Emotional Development - develop a positive sense of self, set themselves simple goals, have confidence in their own abilities - all aspects that singing can support.

Physical Development - using the body to move to music, for body percussion and breath work are all supporting healthy physical development.

Literacy - singing is an excellent way to begin putting sentences together.

Mathematics - 'counting in' to a song and counting the beats between verses and choruses is a great way for children to understand number in the real world.

Understanding the World - Enriching and widening children's vocabulary through songs and rhyme.

Expressive Arts and Design - children have access to a range of musical performances throughout the year eg Friday morning assemblies often have children playing at the start from the spring term.

Year 1/2

In year 1/2 children follow a curriculum that offers a range of opportunities to see live music, and lessons are linked to their other topic areas where possible (e.g. castles). Here they sing, are introduced to percussion instruments, and taught the specifics about them so they know how to play them correctly. They compose simple rhythm patterns independently and play the recorder in the summer term. Year 1/2 sing each week as a phase.

Year 3/4

Year 3 and 4 children have whole class instrument lessons, taught by their class teachers with coaching and support from Joanna Vaughan (music specialist and DHT). These lessons have been specifically developed so that non-specialist teachers can give the children the opportunity to learn an instrument. They learn to play keyboard, African drums and tuned percussion. The children develop a better sense of notation where they follow

music written on a staff. The children have a window into what it's like to play an instrument and many choose to take up an instrument after this experience.

Year 5/6

Children in year 5/6 are taught by a music specialist and they learn a deeper sense of written notation and composition. They also develop their listening skills where they focus on active and passive listening and have a wide range of music to focus on. Their appreciation for music and their understanding of the history of music is developed. Their knowledge of the elements of music is strengthened. The aim is to prepare the children for being confident to start their key stage three journey and feel able to tackle the demands of more complex rhythm and notation.

Singing: Infant singing focuses on topical songs where possible (eg Harvest) and forms a strong base for junior singing to develop from.

Junior singing happens every week and is led by Jo Vaughan. Work on breath, posture and vocal techniques is included in the warm ups and throughout the songs we work on. We sing a range of songs that include those from the British Isles (e.g. Skye Boat Song) and those in a different language (Le Sommeil de L'Enfant Jesus). We vary the genre and topic of the songs and link to things happening in the wider world (E.g Children In Need or Sport Relief). We also have a school song (Let No One Steal Your Dreams) which is an important part of the school and the children will hear and sing it from year R all the way to year 6.

Part B: Co-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

We offer instrument lessons in the following: drums, piano, guitar, violin, cello, flute, clarinet, saxophone and brass (trumpet/trombone/baritone).

We have a team peripatetic teachers who meet these needs and they see the children on a weekly basis. Some teachers are from Hampshire Music Service

<https://www.hants.gov.uk/educationandlearning/hampshiremusic> and use their curriculum based on the HMS Stages with certificates awarded. The drums, piano and guitar teacher, Mike Vaughan, <https://www.mikevaughanmusic.com/> uses his own developed curriculum and teaches towards the Rock School grades <https://www.rslawards.com/rockschool/>

Lessons are payable at the start of the year and there is a reduced rate for children with pupil premium funding.

We have a choir for junior children that meets weekly and performs at several occasions throughout the year but especially at Christmas time out in the community.

Children who play instruments perform regularly in assemblies and help to inspire others who might want to take up an instrument.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

All children see and listen to a range of music as they enter the hall for assembly time. This ranges from orchestral music (eg The Mountbatten Festival of Music) or a modern take on a song that one of our favourite duos The Piano Guys have created. They also see other choirs perform (One Voice choir) and for special occasions we always make sure that we take part in any music that has been written specially (eg charity days like Comic Relief).

Class teachers use songs across the school to enhance learning (eg times table songs, spag songs, the Roman Numeral song etc)

Each year we have our peripatetic performers showcase their instruments in the summer term to encourage uptake of the instruments in the September term.

The year 3/4 children do a concert at the end of each term to showcase the instrument they have been learning.

In the future

This is about what the school is planning for subsequent years.

As a school, we value music greatly and already offer lots of opportunities to sing and learn instruments. In our role as Lead School for Music we are looking forward to working as part of a steering group for the county and being an example of best practice for others to work alongside.

Further information (optional)

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

Your local [music hub](#) should also have a local plan for music education in place that should include useful information.